



Parker Whitney Elementary School

5145 Topaz Ave • Rocklin, CA 95677 • 916.624.2491 • Grades K-6

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<http://pwes.rocklinusd.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Rocklin Unified School District

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District Governing Board

Eric Stevens

Camille Maben

Rachelle Price

Dereck Counter

Rick Miller

District Administration

Roger Stock
Superintendent

Kathleen Pon, Ed. D.
Deputy Superintendent,
Educational Services

School Description

Parker Whitney Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grades, with an enrollment of about 450. The school is located in the center of a stable and supportive community which expresses its values toward education through a high level of participation. Parker Whitney Elementary School opened in 1965. Kari Auwae is Principal and Roger Stock is District Superintendent.

The staff of Parker Whitney Elementary School strives to provide an exemplary learning environment. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment which fosters self-esteem and individual development is the best road toward realizing such learning. The students are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative. Finally, the staff welcomes the direct involvement of the community in these efforts. This is demonstrated in our partnership with our local university, our 9 years as a Reading Renaissance Master School, and our dedication to supporting our at risk students. At Parker Whitney Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving to their highest academic potential. Families play very important roles in Parker Whitney Elementary School through their active participation and involvement in School Site Council, and Parent Teacher Club (PTC). They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library. Parker Whitney Elementary School has become a focal point and center for students and the community.

Mission Statement

The mission of Parker Whitney Elementary, a California Distinguished school and a key component of a diverse learning community, is to ensure each student will experience meaningful and measurable academic growth and build a strong, active connection to his or her community as a dynamic life-long learner by:

- Providing quality instruction through collaboration, evolving technologies, and high expectations
- Recognizing and addressing academic challenges
- Building vital partnerships with our families and the community
- Creating and maintaining a physically and emotionally safe learning environment

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	72
Grade 2	52
Grade 3	53
Grade 4	57
Grade 5	62
Grade 6	65
Total Enrollment	453

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.1
Asian	3.5
Filipino	1.8
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.7
White	70.2
Two or More Races	5.5
Socioeconomically Disadvantaged	28
English Learners	4
Students with Disabilities	14.3
Homeless	3.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Parker Whitney	17-18	18-19	19-20
With Full Credential	26	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rocklin Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	605
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Parker Whitney Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 6-1-2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Parker Whitney School, the second school built in the Rocklin Unified School District, has served Kindergarten through 6th grade students for 45 years. Transitional Kindergarten is now offered at Parker Whitney. Having undergone modernization, it now has a large cafeteria, large Visual and Performing Arts (V.A.P.A) room, stage, and band room.

All volunteers are required to wear an I.D. badge and visitors are required to check in at the office to ensure the safety of our students. Supervision is provided before school, during recesses, and immediately after school.

Parker Whitney School has a comprehensive safety and crisis intervention plan including an Action Plan with a Crisis Plan component. Emergency drills including fire, lock-down and off-campus evacuation are practiced on a monthly basis to ensure a smooth and orderly process. District wide safety inspections are done on an ongoing basis throughout the year.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: July, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	A few ceiling tiles need replacement.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Replace skid paint on portable classroom ramps for rooms 24, 29, 30, 31. Fill in asphalt by the outdoor courts
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	65	71	72	50	50
Math	61	60	63	63	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	11.5	26.2	47.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	231	99.14	64.50
Male	126	125	99.21	60.00
Female	107	106	99.07	69.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.00	45.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	168	167	99.40	70.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	49.25
English Learners	17	17	100.00	52.94
Students with Disabilities	46	44	95.65	20.45
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	231	99.14	59.74
Male	126	125	99.21	60.00
Female	107	106	99.07	59.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.00	51.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	168	167	99.40	62.87
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	43.28
English Learners	17	17	100.00	47.06
Students with Disabilities	46	44	95.65	22.73
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

At Parker Whitney Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving to their highest academic potential. Families play very important roles through their active participation and involvement in School Site Council, Parent Teacher Club (PTC), Art Docent Presenters, Word Busters, various annual events, and afterschool clubs and programs. Parents share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library. Parker Whitney Elementary School has become a focal point and center for students and the community.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

We envision a school community that promotes and sustains responsible citizenship achieved through appropriate academic excellence and developing social skills. We understand that nurturing is a process that takes many forms, beginning with acceptance and understanding of diversity of age, race-ethnicity, and culture. We strive for an environment that is safe and we are committed to maintaining a responsible safety plan that includes policy and procedures. We believe that all students can learn at Parker Whitney School.

Safe School Plan: All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, rules and procedures on school discipline, school-wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation of the plan. At Parker Whitney School, we are in the twelfth year of implementation of the plan. The 2019-20 school year plan will continue to focus on bully proofing, positive behavior intervention systems (PBIS), playground interaction, articulating, training, and implementing emergency procedures. Parker Whitney has also dedicated time each day for social-emotional awareness education through our In Focus curriculum and other social awareness and development resources.

Last review/update: November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.4	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.2	3.3	3.3
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	2	2		19	2	3		19	2	3	
1	24		2		25		2		23		3	
2	23		3		20	1	1		24		2	
3	17	3	1		19	1	3		19	1	2	
4	31		2		31		2		27		2	
5	31		2		31		2		30		2	
6	27		2		31		1	1	24	1	2	
Other**	12	1			8	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$51,374
Mid-Range Teacher Salary	\$69,555	\$80,151
Highest Teacher Salary	\$94,145	\$100,143
Average Principal Salary (ES)	\$127,546	\$126,896
Average Principal Salary (MS)	\$124,566	\$133,668
Average Principal Salary (HS)	\$133,108	\$143,746
Superintendent Salary	\$242,561	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7356	1893	5463	74319
District	N/A	N/A	7265	\$75,676.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.3	0.6
School Site/ State	-27.3	-5.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.